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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for fourth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the fourth grade reading mastery test, and a list of fourth grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

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BASIC SKILLS FIRST

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THE
BETTER
SCHOOLS
PROGRAM



It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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READING CURRICULUM GUIDE BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

- A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MINIMUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

- MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

- INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

- A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.

The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8, in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

- 3 = Grade 3
- 2 = Reading
- 1 = Strand - Comprehension Skills
- 04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421A1 To understand the importance of reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
42101 read with expression.	Expressive reading requires variation in pitch and volume in combination with proper enunciation and phrasing. "Enunciation" is the clear and distinct articulation of words. "Phrasing" refers to the grouping of words to be spoken in a single breath. These two factors are necessary for the listener to hear exactly what is said. "Pitch" is the frequency of sound waves and ranges from very high, shrill sounds to very deep, bass sounds. "Volume" refers to the loudness or softness of tones. "Pace" refers to the rate at which a person reads. The pace of oral reading should be slow enough to be understood and fast enough to be interesting. "Stress" refers to the emphasis placed upon certain words to signify their importance. "Pauses" are brief periods of silence used to indicate punctuation or to produce a dramatic effect.	listening, comprehending, analyzing, evaluating verbalizing, listening, analyzing, evaluating dramatizing	A. Read to students a short selection in a monotone. Read the same selection, varying intonation. Have students vote on the delivery they preferred. Explain how each factor relates to effective speaking, focusing on one factor at a time. Give students ample opportunities to practice oral reading. B. Allow students to record their oral reading. Listen with students individually, and give suggestions for improvement and reinforcement for progress. C. Have students read plays orally. Allow the students to select their parts and to practice reading them privately before the play is presented to the entire class.	L.A. 437C1

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*42106 use context clues to identify new words.	Using context means deriving the meaning of unfamiliar words by using known words and other clues within the sentence or passage. Care should be taken to assure that the meaning is derived from no other source than the context; therefore, words chosen as unfamiliar words may be above grade level and may not be easily decoded or recognized by students.	associating	A. Use a new word in a sentence which defines the word, such as "A dark hole in the side of a mountain is a ____." (cave) Tell students that sometimes the sentence defines the unfamiliar word. Give students similar sentences and have them identify the new word in each.		
		analyzing	B. Use each new word in a sentence that provides indirect clues to its meaning, such as "The directions were hard to understand, so I asked the teacher to clarify them." Have students then explain the meaning of the new word.		
		analyzing, selecting	C. Give students a paragraph or sentence which contains an unfamiliar word. Be certain that the sentence provides sufficient clues to the meaning of the unfamiliar word. Have students select from three or four choices the meaning they think would best fit the unfamiliar word in that context.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 412C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42108 identify words in context that convey absolute and qualified meaning.	Using context means deriving the meaning of unfamiliar words by using known words and other clues within the sentence or passage. Words that convey absolute meaning, such as "never" and "always," and words that convey qualified meaning, such as "sometimes" and "usually," can be used as clues to decode sentences or passages.	reading, verbalizing identifying	A. Introduce a new word by using it in a sentence that includes a word with an absolute meaning, such as "Elephants always have trunks." Ask students to discuss the clues obtained from the known words. B. Write two similar sentences with absolute and qualifying words on the chalkboard. For example: "The girls always sit together." "The girls usually sit together." Have the students identify the words that change the meaning of the sentences. Write other pairs of similar sentences, and have the students identify the words that change the meaning of the sentences.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
*42110 distinguish homophones.	Homophones are words that are pronounced the same but are not spelled the same.	observing, listening, associating, composing	A. Write on the chalkboard two words that are pronounced alike but are spelled differently, such as "wait" and "weight." Explain that although the words sound the same, they have different meanings. List several pairs of homophones and define each word. Have students construct sentences using the homophones.	L.A. 433D1	
		comprehending, analyzing, selecting	B. Give students sentences which contain homophones. Omit the homophones, and have students fill in the blanks with the correct words.	L.A. 433D1	
		composing	C. Have students use a pair of homophones in a single sentence.	L.A. 433D1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 42111 distinguish homographs.	Homographs are words which are spelled the same but have different meanings and different pronunciations.	listening, observing, comprehending, analyzing, writing, composing	A. Write a word on the board, such as "bow." Ask a student to pronounce the word. Ask if anyone else has a different pronunciation for the word. Ask the students to define the words as they are pronounced. Write each definition and a sentence using the word in that context on the board. Repeat the activity with several other homographs. Have the students define and write a sentence with each homograph.	L.A. 433D1	
		comprehending, discriminating, analyzing, selecting	B. Give students a word and a specific definition for that word. Do not pronounce the word. Give students two sentences one of which uses the word as defined and another which uses a homograph of the defined word. Have students select the sentence which uses the word as it is defined.	L.A. 433D1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42112 use context to determine the meanings of known words.	Most words have more than one meaning. The context in which the word is used determines the meaning of the word. Students should be able to select from several meanings the one that best defines a word as it is used in a sentence.	recalling, analyzing, matching	A. Give students a familiar word, such as "can." Have students list all the meanings they know for the word. List the meanings on the board. Then write a sentence, such as "We ate beans from a can." Have students choose the meaning that best fits the sentence.		
		matching	B. Select a word with multiple meanings. Write the definitions for the word on a set of cards. Write sentences to match the definitions on another set of cards. Have the students match each sentence with the appropriate meaning of the word.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42113 determine sequence by identifying events from the beginning, middle, and end of a selection.	In order to summarize a selection, students must recognize the part of the story in which each major event occurs. By classifying events as those happening at the beginning, those happening in the middle, and those happening near the end, the students learn to concentrate on the major events in the story when developing a summary rather than focusing on a small portion of the story. Students also learn to put isolated events into perspective as they relate to the entire story.	recalling, ordering	A. After students have read a selection, have them summarize the selection in their own words. As major events are identified, list them on sentence strips. When the summary or retelling is completed, reorder the strips. Select an event at random, and have students tell if the event happened at the beginning, in the middle, or at the end of the story.	L.A. 435A1	
		recalling, ordering	B. Select sentences from a story which describe events. After reading the story, have students label each sentence with "B," "M," or "E," for beginning, middle, and end.	L.A. 435A1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42115 sequence events from a selection.	Sequencing requires recalling the order in which events occurred in a selection. At this level the sentences used to identify the events in a story should not be taken directly from the text but should be restatements of the events. This helps the students focus on the event's place in the story rather than on the position of the sentence in the text.	recalling, arranging	A. On the top of a worksheet, print five or six sentences about a story the students have read. Have students cut the sentences apart and paste them in the proper order on the bottom of the page.	L.A. 435A1	
		recalling, identifying	B. Give students several events from a story written in random order. Have students identify the event which happened just before or just after an event identified by the teacher, such as "What happened just before Johnny found Grandpa's ring?"	L.A. 435A1	
		inferring	C. Tell students that sometimes sequence (or time) is not directly stated in the text. Point out clues that will help them infer time or sequence, such as "In the story, Billy was still sleepy when he was eating his cereal. What time of day do you think it was?"	L.A. 435A1	
		recalling, ordering	D. Write eight to ten sentences in random order which describe events from a story. Have students number the sentences to indicate the order in which they happened.	L.A. 435A1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 42116 answer questions about a selection.	Questions should require students to recall and/or locate specific details in the selection which answer "who," "what," "when," "where," "how," and "why." Questions may also be asked which require students to infer answers, make judgments, and use information in a creative way.	listening, recalling listening, recalling, comprehending, applying, analyzing, synthesizing recalling, locating	A. Write the words "who," "what," "when," "where," and "why" on cards and display them in the reading area. After reading a story, ask a question for each word, such as "Who was sitting on the porch when Father arrived?" and "Why was Annie waiting there?" B. Use Bloom's taxonomy to vary the level of difficulty of the questions asked. For example, ask students a "who" question for each level from the knowledge level to the evaluative level. C. After students have read a story silently, ask questions, and have students find and read passages to verify their answers.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42117 recognize details and explain their purposes.	Writers often include details that appeal to the senses to help readers develop mental pictures of characters, places, and events. This is especially true in poems. Such details are essential to complete comprehension of a selection. Sensory details help readers compare things about which they read to things with which they are familiar. In most selections, significant details are essential to understanding the full meaning. These details may appear as whole sentences, but are often phrases. For example, a phrase that states, "with trembling hands," may indicate a story of fear or of extreme nervousness. Details are critical in understanding informational passages, which usually require a slower rate of reading.	listening, classifying, illustrating analyzing, classifying, discussing analyzing analyzing, organizing	A. Read to the class a selection containing a number of details that appeal to the senses. Have them list the details they hear and tell the sense to which each appeals. Have them illustrate the selection through an appropriate art medium. B. Have students read a selection and list familiar persons, places or things of which they were reminded. Have them identify the sensory details that served as reminders. C. Give students a series of questions to be answered by reading a section of their social studies, science, or health books. The questions should require reading for details. D. Have students read a selection which does not have a title and in which there is no sentence that states the main idea. Have them give the selection a title which identifies the overall meaning.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42118 identify the main idea in a selection.	The main idea is the most important fact or idea the author is trying to convey in the selection. Sometimes the author clearly states the main idea, such as in the following example: "The first Europeans who came to this country learned many things from the Indians. They learned about new kinds of food and new ways to cook the food. The Indians showed them springs where they could find good drinking water." The main idea may often be found in the topic sentence and is always related to the topic. Each paragraph contains supporting details that elaborate on the main idea.	locating, justifying locating recalling, locating identifying	A. Read with students a short paragraph. Ask students to find the sentence they think tells what the author would most like for them to remember. As answers are given, discuss why each answer is correct or incorrect. B. After discussing the concept of main idea and presenting many examples, give students a short paragraph, such as the example in the content column. Give clues to help students find the main idea, such as "The paragraph tells some things the Europeans learned. The sentence that gives the main idea tells that the new Americans learned some new things and from whom they learned them. Find that sentence." C. After students have read a story or paragraph, list with the students the details which support the main idea. Then have the students identify the main idea. D. Read a simple passage that includes a statement of the main idea of a selection from any content area subject; such as, social studies, health, or science. Ask students to listen for the main idea. Give students several statements of the main idea and have them choose one.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42119 Infer the main idea of a selection.	This objective should come after students are adept at finding the main idea when it is explicitly stated. Inferring information is a high level cognitive skill and requires combining several mental processes. The four steps of teaching a skill lesson as described in the Tennessee Instructional Model or a similar model are particularly important in teaching this objective.	listening, observing, comprehending	A. Show students a paragraph with an inferred main idea. Read the paragraph with the students and identify the main idea. Do several examples.		
		listening, observing, recalling, thinking critically, verbalizing	B. Show students a paragraph similar to that in Activity A and ask them questions which will lead to the main idea. Do several examples.		
		listening, recalling, discriminating, selecting, judging	C. Using a paragraph similar to that in Activity A, give students three or four choices from which they should select the main idea. Discuss each choice and help students make the best selection. Do several examples.		
		reading, comprehending, recalling, analyzing, thinking critically	D. Give students another paragraph. Have them read the sentence that tells the main idea. Give students several paragraphs for independent practice, gradually lengthening the paragraphs.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42121 Identify basic conflicts and their solutions.	Conflict is one part of the plot of a story. Most stories have one or more conflicts or struggles which may be between characters, between a character and the environment or society, or between a character and his or her feelings.	analyzing	A. Give students several brief selections in which one conflict is evident. Have them write a statement of the basic conflict in each selection. Then have them underline sentences which reveal the solution to the conflict.		
		evaluating	B. Have students discuss the conflicts that occur in a story from the basal text. Have them suggest alternative solutions to conflicts.		
42122 Identify the theme or central message of a selection.	The theme or central message of a selection is the meaning implicit in the things that happen. Sometimes this message is stated directly, but most often it is not. Instead of answering "what happens in the story," the theme tells "what the story is about." Not every story has a theme. This is usually true of stories which are written to entertain.	evaluating	A. Have students read a fable and state its theme. Example: "The Boy Who Cried Wolf."		
		evaluating, speaking, analyzing	B. Have students give oral reports on stories they have read. Have them review the plot and then tell the central message of the story.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 42123 state the topic of selections in a unit.	The topic of a unit is the subject to which all stories in the unit relate. For example, in a unit titled "Tales from Far Away," all the stories are folk tales from different countries.	observing, analyzing, predicting	A. When beginning a new reader, have students look at the table of contents to identify the unit titles in the book. Write each unit title on a piece of chart paper. Have students read the titles under each unit heading and predict the topic of each unit. Write the the topic under the unit title. As each unit is completed, review the chart to determine the accuracy of each prediction.		
		observing, analyzing	B. Review the table of contents of a science or social studies book. Have students identify the commonality of the chapters within a unit, or subtitles within a chapter.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421G1 To understand the role of prediction in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
42124 make predictions and read to verify them.	Predicting outcomes is the skill of using known information, inferred information, past experiences, and logical thinking to speculate on possible results or outcomes. Verifying predictions requires the reader to locate the information which will support the validity of the prediction. Predicting differs from guessing in that guessing often involves random responses which may or may not be the result of critical thinking.	listening, recalling, thinking critically	A. Read a selection with students. Stop at various points and ask students what they think will happen next. Continue to read, and have students signal when they read the parts that verify their predictions.	L.A. 435A1
		listening, recalling, thinking critically	B. When introducing a basal reader lesson, tell the students the topic and/or the main idea of the story. Have them predict details they expect to find in the story. Record the predictions. Read the story, and place a check by each predicted detail which is in the story. For example, for a story entitled "A Day A. The Beach," you might expect to find details such as "sunny," "swimming" and "water."	L.A. 435A1
		brainstorming	C. When introducing a new story, such as "The Wolf Pack," from <u>Little House on the Prairie</u> , have the students make predictions about problems the Wilders might have with the wolves. Have the students suggest possible solutions to the difficulties. Then have students read to see how the problems were resolved.	BSF Reading 42121 L.A. 435A1

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42125 identify actions of characters.	A character in a story is a person or personified object which plays a role in the story. Each character in the story is unique and makes a significant contribution to the story. Actions are a part of the development of a character. In order to understand the relationship of the individual characters to the story, students must be able to distinguish the actions of the characters, and they must begin to understand why the actions occur.	recognizing, describing, matching recalling, listing, matching	A. Before students read a story, assign to each student a specific character. Tell the students that they will be responsible for identifying the actions of their characters. Show students sentence strips on which actions from the story have been written. Have each student select the actions that belong to the assigned character. Then have the student describe the actions of the assigned character using the sentence strips as props. B. Have students read a story and tell three things which each character did, such as "Joe came home from school. He ate some grapes, and he rode his bike." Then have them match a list of actions with a list of characters from the story.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 42127 describe the interactions of characters in a selection.	Character development involves analyzing the interactions of characters and identifying how changes in actions, attitudes, feelings, and relationships affect those interactions. Sometimes changes in feelings are stated directly and the results of those changes are clearly identified. In other selections, the changes must be inferred.	identifying, observing recalling, analyzing, explaining	A. Hav students read a story. Have them identify the feelings of a character at different points in the selection. List those feelings on a chart. Then have students observe that the feelings of the character changed during the story. B. Using a familiar selection such as CHARLOTTE'S WEB, have students infer how Wilbur's feelings change throughout the story by asking probing questions, such as "How did Wilbur feel when he thought he would be slaughtered?". "How did Charlotte's encouragement change Wilbur's feelings?"		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42128 identify points of view.	The point of view is the position from which a writer tells a story. A story may be told from the point of view of a narrator who is an observer of the events and action of the story, or from the point of view of one of the characters in the story. When a story is told by one of the characters, the pronouns "I" and "we" are seen quite often. When told by a narrator, the story will include frequent use of the pronouns "he," "she," "it," or "they."	interpreting interpreting	A. Have students list the thoughts and feelings of various characters in a selection. Then have them interpret the point of view of the author of the selection. B. Have students read selections told by a narrator, and others told by one of the characters. Have them write the point of view from which each story is told.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 42111 To understand factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will:				
* 42130 use context to verify conclusions.	A conclusion is the result of an analysis of stated information, inferred information, and information gained from past experiences. Conclusions must be logical and supported by facts or clues within the selection. A conclusion can be drawn only after the relevant facts have been identified and considered, therefore, students must be able to find evidence within the passage to support a conclusion. Opinions, beliefs, and personal experiences often enter into the process and may alter the students' interpretations.	recalling, locating information recalling, locating information	A. Pose a question about the story and have students find and read orally the sentence(s) in the selection that answers the question. For example, in "The Princess and the Pea," the queen determines that the girl is a real princess. Have students find the parts of the story that helped the queen learn the truth. B. Ask the students a question that can be answered with "yes" or "no." Have students signal with thumbs up for "yes" and down for "no." Have each student find the part of the story to support the answer given.	L.A. 435A1 L.A. 435A1

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 42111 To understand factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
42133 classify statements of evidence.	Evidence is information given to support a conclusion. Evidence may be classified according to type, such as eyewitness account, expert opinion, and practical experience. Eyewitness accounts are descriptions of events which were observed by the narrator. The descriptions are limited to what was actually seen or heard and do not include feelings or impressions of the observer. Opinions are feelings, perceptions, or impressions people have about something. Opinions generally reflect values, beliefs, and past experiences. Opinions are usually not considered as evidence. Expert opinions, however, are conclusions drawn by those who have been specifically trained in the field and who possess extensive knowledge of the subject being considered. Practical experience is the association of a new situation to similar situations which have been experienced in the past.	analyzing, classifying analyzing, classifying	A. Have students read stories which contain various types of evidence. Discuss with students various ways to gather information and kinds of statements that could be used as evidence to support that information. Divide a bulletin board into sections and label the sections according to the types of evidence to be considered, such as eyewitness accounts, expert opinions, and practical experiences. A separate section for "opinions" might also be useful. Have students find examples of each type of evidence and place them on the board under the appropriate heading. Have them place statements which express people's feelings about the information under "opinions." B. As students read stories in the basal, have them determine if the information in each selection is based on eyewitness accounts, opinion, expert opinion, or practical experience.	L.A. 435A1 L.A. 435A1

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42135 Identify cause and effect relationships.	Students should be able to identify the part of the selection which describes the consequences of an action and the part of the story that tells the cause(s) of an event or series of events. Comprehension involves understanding the significance of each event to the total plot and may be extended to the prediction of the results of changing elements in the story.	listening, observing, reading orally	A. Have students read a story in which the cause and effect relationship is clearly defined. Write a sentence on the board which states an effect from a story, such as "Hansel and Gretel were lost in the woods." Have students find and read the "cause(s)" of their being lost.		
		listening, observing, reading orally	B. Repeat Activity A above, writing the causes on the board and having students find the "effects." For example: "A rain after a long dry spell," might result in new growth of plants, a clean smell in the air, and the settling of dust.		
		predicting, thinking critically	C. Discuss with students how a change in one element in a story could cause changes in the overall plot. In the story "Damon and Pythias," for example, the teacher might ask, "What do you think might have been the result if Pythias had not been able to free himself from the tree?" In this activity, the emphasis is on logical and critical thinking rather than on fantasizing.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421K1 To understand the use of story elements in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will:				
* 42140 distinguish fiction and non-fiction.	Fiction is anything that is imagined or a distortion of the truth. Fiction is an antonym for fact, truth, and reality. In literature, if the piece is based upon reality but characterization or plot is distorted, the entire piece is categorized as fiction although there may be some elements of fact within the piece. Examples of fiction include fairy tales, folk tales, novels, and short stories. Fiction is generally intended to entertain and/or explore the possibilities of a situation. Non-fiction is a term used to denote truth, fact, or reality. Non-fiction accurately describes a character or event without enhancing or distorting the information to make it more interesting. Non-fiction is usually written to inform although it may also be entertaining. Examples of non-fiction include news stories, reference materials, biographies, autobiographies, and subject area textbooks. Expressions of opinion, such as editorials and essays, are also considered non-fiction although opinion can not be proved.	listing, recalling, describing, explaining, listening, comprehending, recalling, categorizing, analyzing analyzing, recalling, categorizing	A. Have students keep a list of materials they read during a one week period. Discuss with students the meaning of fiction and the meaning of non-fiction. Give numerous examples. Have each student tell the class about a story, an article, or a book read during the week. Help the students to determine if the material described is fiction or non-fiction. Make a list of materials which were categorized as fiction and a list of those categorized as non-fiction. B. Give students descriptions of sources of information, such as the following list: an encyclopedia, a textbook, a newspaper, a comic book, a biography, a science magazine, a book of Mother Goose stories, a cookbook, a dictionary, an atlas, etc. Have students tell if the source is categorized as fiction or non-fiction and explain.	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421K1 To understand the use of story elements in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42142 distinguish fact and opinion.	A fact can be proved to be true or to have occurred. The proof may be obtained through observation or by consulting an expert. An opinion is what someone thinks, and cannot be proved. Opinions are usually based upon personal values, experiences, and feelings. For example, "Tom is a boy in our class, and I think he is the nicest person in the school." The first part of the sentence is fact because it can be verified; however, the second part of the sentence is opinion because it is based upon someone's belief. Statements of opinion are often judgments, and they may contain clue words such as "best," "worst," or "never;" or phrases such as "I think" or "I guess."	listening, analyzing, discriminating analyzing, classifying, discussing, justifying	A. Read to the class a series of sentences, some of which are statements of fact and others statements of opinion. Have each student indicate with a thumb turned down if the sentence is a statement of fact and with a thumb turned up if the sentence is a statement of opinion. B. Have students label statements as fact or opinion. Have them support their answers.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 421K1 To understand the use of story elements in evaluating written material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
*42143 Identify author's purpose in a selection.	Authors may write to inform, to persuade, to entertain, or to teach a lesson. Clues to the purpose are usually seen in the content and in the style of the passage. When the purpose is <u>to inform</u> , clues include nonfictional content, absence of plot, factual statements, and formality of style. Articles, essays, and "how-to-do" books usually are written to inform. When the purpose is <u>to persuade</u> , the author will often use irony and satire as well as emotional words to encourage the reader's agreement. Debates and editorials are examples of persuasive materials. If the author's purpose is <u>to entertain</u> , the selection may be either serious or humorous. Short stories, plays, novels, and poetry are often written to entertain. Plot, character, and setting are usually fictional. Also, elements of style will often include puns, irony, rhyme, rhythm, etc. The types of selections written <u>to teach a lesson</u> include fables, anecdotes, parables, and accounts of courage or faith.	analyzing, classifying evaluating, discussing	A. Have students discuss newspaper articles which represent examples of each type of purpose. Have them make a bulletin board using the articles to show the four purposes. B. Have students read a variety of materials and identify the author's major purpose in each. Have them indicate the clues that influenced their decisions. Also, have them discuss any indications of secondary purposes in the selections read.	L.A. 435A1 L.A. 435A1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42201 expand sight word vocabulary.	Students at this level should have a sight word vocabulary of about 1,800 words. This should include the Dolch Sight Word List. Contractions should be identified by students, as well as the vocabulary of the basal reading program. Many students will need to review those words mastered in previous grades. Sight words differ from other vocabulary in that the student must use auditory and visual memory rather than phonics or context in the identification process. Students should participate in daily activities to increase sight word vocabulary. Assigning students phrases, sentences, and paragraphs, as well as word lists, will increase mastery of the sight words and foster better oral reading skills.	memorizing, identifying	A. Assign ten words or more nightly for students to take home for study. Each day allow the students to read aloud the words, within a given time frame. Phrases, sentences, and paragraphs should be assigned as part of, or in lieu of, the word list. As a student masters the list of words, sentences, phrases, or paragraphs, assign a new list.		
		reading, identifying	B. Using sight words, have the students make up sentences. Duplicate the sentences, and allow each child to record the sentences on a cassette player. Have the students listen to themselves read. This can be a "timed" activity to increase speed of reading. (Use paragraphs and stories also.)		
		recognizing, verbalizing, defining	C. On index cards write words that will be used in a unit of study (any subject area). Have the students look up the definition and be able to verbalize the meaning of each word. Have the students practice with a partner.		
		identifying	D. Make up games for the students to play. For example, "baseball" can be played. The student whose turn it is to "bat" must draw a card and identify the word. The student goes to a "base" each time a word can be identified.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
*42202 apply consonant letter-sound associations to decode unfamiliar words.	Students should use previously learned skills to decode new words. Students should be able to 1. identify silent consonants, 2. apply letter-sound associations for single consonants, 3. apply letter-sound associations for consonant blends, 4. apply letter-sound associations for the two sounds of "c" and "g," and 5. apply letter-sound associations for consonant digraphs. Students should use the four steps to decoding: auditory discrimination, visual discrimination, blending, and contextual application. New words should be presented in phrases or sentences, never out of context.	recalling, synthesizing, decoding	A. Write a sentence on the chalkboard, a chart tablet, or transparency. The sentence should include a new word that the students will decode by using previously learned skills. Have the students recall generalizations about vowels to help them figure out the meaning of the new word. Have the students read the sentence aloud to identify the new word. Write other sentences which have new words for the students to practice reading and decoding.	L.A. 433A1	
		recalling, synthesizing, decoding	B. Give the students short paragraphs to read. Each paragraph should contain new words to be decoded by the students. This paragraph can be from the adopted basal. As soon as the student is ready, have the student read the paragraph aloud. Have the student identify the new words. Also, have the student explain how the new words were decoded.	L.A. 433A1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*42203 develop letter-sound associations for the schwa sound.	"Schwa" is the name given to the sound often associated with vowels in unaccented syllables. Schwa is represented by the pronunciation symbol "ə." Each vowel may have the schwa sound. For example, the "a" in "about," the "e" in "taken," the "i" in "pencil," the "o" in "lemon," and the "u" in "circus" represent the schwa sound. There are five components of vowels: single vowels, single vowels controlled by "l," or "r," or "w," digraphs, diphthongs, and schwa. The schwa component is the hardest for students to comprehend.	identifying, recalling discriminating	A. Write such words as "about-taken-pencil-lemon-circus" on the chalkboard. Have the students identify the words and the stressed syllable in each word. Have the students pronounce the unstressed syllable. Discuss the vowel sound in each of the words. Write a list of words on the chalkboard, and have the students identify the syllable containing the schwa sound. Examples are: "bottom, silent, denim, cactus, bacon, nickel, spoken, and garden." B. Make key cards with the words "about-taken-pencil-lemon-circus." Make game cards with other words having the schwa sound. Have students draw a game card and match it to the key card with the same vowel used to show the schwa sound.	L.A. 433A1 BSF Reading 42214 L.A. 433A1	
*42204 apply letter-sound associations for vowel patterns to decode unfamiliar words.	Students should use previously learned skills to decode new words. Students should be able to 1. use the five components of vowels (listed in 42203), and 2. use four steps to decoding: auditory discrimination, visual discrimination, blending, and contextual application.	discriminating, recalling reading, identifying, verbalizing	A. Make key cards with various vowel patterns. Make game cards with other words. Have the students draw a card and match it to the correct vowel pattern. B. Duplicate for the students a variety of paragraphs with new words. Have each student read a paragraph aloud, identify the new words, and explain the process used for decoding.	L.A. 433A1 L.A. 433A1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42205 recognize and define prefixes.	An affix is one or more sounds or letters attached to the beginning or end of a word which produce a derivative word or an inflectional form. A prefix is an affix occurring at the beginning of a word. The most common prefixes in beginning reading are: "ab, ad, be, com, de, dis, in (into), in (not), pre, pro, re, sub, and un." Students should recognize that the addition of prefixes often changes the meaning of the word.	observing, explaining writing, composing, analyzing, discriminating	A. Write the word "soil" on the chalkboard, chart tablet, or transparency. Have the students make a sentence with "soil." Write the word "subsoil" on the chalkboard. Have the students explain the difference the prefix makes. Write other words with different prefixes. Have the students identify the prefix and explain how the meaning changed with the addition of the prefix. B. Give students a list of words having prefixes and have them make a sentence with each word. Have the students identify the base word and the prefix.	L.A. 433D1 L.A. 433D1	
42206 recognize and define suffixes.	A suffix is an affix occurring at the end of a word. The most common suffixes taught in beginning reading are: "ion, tion, ation, er, y, al, ent, ful, ity, ure, ish, or, ward, less, and ous." Students should recognize that the addition of suffixes often changes the meaning of the word.	observing, explaining writing, composing, analyzing, discriminating	A. Same as 42205-A using "use-useful-useless" as examples. B. Same as 42205-B using words with suffixes.	L.A. 433D1 L.A. 433D1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42207 recognize base words with several affixes.	A base word is often called a "root word."	verbalizing, identifying	A. Write words such as "unavoidable" on the chalkboard. Have the students make sentences with each word. Discuss affixes. Have the students identify the affixes. Have them explain how the meaning changes with each affix.	L.A. 433D1	
	An affix is one or more sounds or letters attached to the beginning or end of a word which produce a derivative word or an inflectional form. A prefix is an affix occurring at the beginning of a word. A suffix is an affix occurring at the end of a word.	recognizing, matching, analyzing	B. Make game cards with affixes. Make key cards with base words. Give each student five game cards. Have each draw a key card and make a new word. If an affix cannot be used, the student must draw another key card. The student is awarded a point for each affix used in making the word.	L.A. 433D1	
* 42208 identify irregularly formed plural nouns.	A naming word, or noun, refers to a person, place or thing. Most words form their plurals by adding "s," others by adding "es." Some nouns may not change in spelling to form the plural, such as "sheep, deer, trout, salmon, fowl." Some nouns form plurals with internal sound changes or in other ways, such as "child-children, tooth-teeth, goose-geese, woman-women, mouse-mice, and ox-oxen."	memorizing, matching identifying, analyzing	A. As these plurals should be memorized, they should be included in the sight word list. Make cards with both singular and plural spellings. Have the students play "concentration" by matching singular to plural. B. Given a paragraph with singular nouns, the students should form plurals and change verb tense as needed.	L.A. 432B1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42209 identify "s," "ing," and "ed" as inflectional endings.	An inflectional ending is the change in the form of a word showing its case, gender, number, person, tense, mood, voice, or comparison. The most common endings are "s," "ing," and "ed." Others are "er," "d," "ly," and "est." At this level students should recognize these endings in vocabulary words as one means of decoding.	discriminating, verbalizing	A. Write some sentences on the chalkboard with missing verbs. Beneath each sentence provide the verb with three different inflectional endings, such as "remember-remembered-remembering." Have the students choose the correct verb. The students should then explain the process used for the correct selection.	L.A. 433D1 BSF Reading 42206 BSF Reading 42207	
		identifying, writing	B. Give students a paragraph using present tense verbs. Have the students rewrite the paragraph in past tense.	L.A. 433D1	
* 42212 identify possessive nouns.	A naming word, or noun, refers to a person, place or thing. Most nouns form their plurals by adding "s," others by adding "es." Possessive nouns denote ownership. Most singular possessive nouns at this level are formed by adding " 's." Plural possessive nouns are formed by adding "s'."	discriminating, matching	A. Make key cards with " 's" and "s'." Make game cards with both singular and plural nouns. Have the students draw a card and match it to the appropriate key card.	L.A. 432B1	
		writing, analyzing	B. Give students a worksheet with sentences, such as "It is the girl's pen." The students should form plurals and rewrite the sentences.	L.A. 432B1	

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42210 Identify contractions and their meanings.	A contraction is a shortened form of a combination of two words. The omission of letters is shown by the use of an apostrophe. At this level, students should recognize the contraction, explain how the contraction was formed, and identify the meaning.	discriminating, writing, analyzing writing, synthesizing	A. Write a sentence on the chalkboard, such as "I am going home." Have the students determine which words could be used to form a contraction. Have the students rewrite the sentence. Write other sentences on the chalkboard for the students to rewrite by forming contractions when possible. B. Give students a list of words used to form contractions, and have them write the contractions on paper. Have the students explain how the contractions were formed.		
* 42211 identify compound words.	Compound words are two words combined to make a new word. Many compound words are included in sight word and vocabulary lists. Such words as "into, today, together, myself, and upon" are included in the Dolch Sight Word List.	identifying, defining, verbalizing creating, identifying	A. Write a compound word on the chalkboard. Have the students identify and define the compound word and explain the formation of a compound word. Have the students work in pairs and write as many compound words as possible. B. Make key cards that have half of a compound word on each card. Such words as "to, man, air, self and up," should be used as more than one word can be formed. Give each student a key card. Have the student write a compound word using the word on the key card.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 422C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42213 use syllabication rules.	Students should use the VC/CV, /Cle, V/CV, and VC/C rules. VC/CV: when the letter pattern in a word is vowel-consonant-consonant-vowel, divide the word between the two consonants. /Cle: many times a word may be divided into syllables by dividing it before a consonant followed by "le." V/CV: when the letter pattern is vowel-consonant-vowel, divide the word after the first vowel if it has a long vowel sound. Words beginning with a schwa sound are also divided after the vowel. VC/V: when the letter pattern is vowel-consonant-vowel and the vowel sound is short, divide the word after the consonant.	discriminating discriminating, identifying	A. Given a list of words, the students should divide the words into syllables. After completing the divisions, check by using a dictionary. B. Make key cards with VC/CV, /Cle, V/CV, VC/V. Use game cards with two-syllable words. Have the students match game cards to the appropriate key card.		
* 42214 identify stressed or accented syllables.	Accent is vocal stress on a syllable. In all words with two or more syllables, one of the syllables is pronounced with more force or stress. This syllable is called the accented syllable. Students should use the "key for pronunciation" in the dictionary as an aid in determining the accented syllable.	identifying, verbalizing identifying	A. Have the students look up a word in the dictionary and find the accent mark in the pronunciation key. Discuss the accent mark and what it denotes. Write other words on the chalkboard, and have students divide the words into syllables. B. Give students a list of known words. Have them circle the accented syllable in each.		

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GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423A1 To understand use of the library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42301 use the card catalog.	A card catalog is a file of cards serving as an index to all books in a particular library. Each nonfiction book is listed by title card, by author card, and by subject card. Fiction books are listed by title, by author, and sometimes by subject. Each card in the catalog will show the subject, author, title, call number, publisher, and number of pages. Instruction should include the explanation of the Dewey Decimal System of classifying books. Review the types of books filed under each classification.	classifying locating	A. Write the Dewey Decimal System classifications on the chalkboard or provide students with a copy. Give them a list of topics and have them tell the classification under which they would expect to find each topic. B. Have students use the card catalog to answer questions requiring reference to each of the three types of file cards. Example: How many books about "bells" are in the library? (subject card) Do we have "The Little Engine that Could" in the library? (title card) Find a book about Christmas written by Charles Dickens. (author card)		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423A1 To understand the use of the library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42303 locate books in the library.	Students should be able to explain the differences in fiction, non-fiction, and biography books. Students should also be able to find the fiction, non-fiction, and biography sections of the library, to understand the arrangement of books in each section, and to select books of each type.	sequencing	A. Review the concept of alphabetical order. Put the title of a book and its author on a card. Make cards for ten books. Have students arrange the cards in alphabetical order. Then have the students arrange the books in order using the order of the cards to guide them.		
		identifying	B. Have students examine the biography section of the library. Explain to students that a biography is a book about the life of a famous person. Explain that biographies are shelved in the library in alphabetical order according to the last name of the person about whom the book was written. Give each student the title of a biography. Have the student locate the book on the shelf.		
		discriminating, identifying	C. Make a set of bingo cards using Dewey Decimal numbers in the squares. Call out names of books and have students cover the number that would be on the spine of that book.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42308 use guide words.	Entries are listed alphabetically in a dictionary and in an encyclopedia. The guide words tell the first and last words or entries on a page. Guide words help in finding words and entries quickly and easily. Use of guide words requires proficiency in alphabetizing and in determining the words which come before and after a given word.	observing, comprehending discriminating, matching	A. Use a reproduction of a page from a dictionary and a page from an encyclopedia and point out the guide words on each. Discuss with students the importance of guide words. List with students steps in using guide words, such as the following: 1) Look at the guide word on the right side of the page. 2) Determine if the word for which you are looking comes before the guide word in alphabetical order. If it does not, go to the next page and repeat step 1. If the word comes before the guide word on the right, 3) Look at the guide word on the left side of the page. 4) Determine if the word for which you are looking comes after the guide word alphabetically. If it does, your word is on that page. B. Give students three sets of guide words and a stack of word cards. Have students match each word with the appropriate set of guide words.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
42309 use reference books.	Students should know the functions of reference books, including but not limited to encyclopedias, dictionaries, and atlases. Emphasis should be placed on helping students associate needed information with specific reference materials; e.g., a need for word meanings should be associated with a dictionary.	comprehending, matching	A. Display charts or posters which list the things which might be found in a dictionary, an atlas, and an encyclopedia. On index cards, write directions, such as "Find how many meanings the word 'run' has." Have each student draw a card and using the information on the posters, decide which reference book would contain the information.		
		locating	B. Have students use the library reference section to find the answers to the directives in Activity A.		
42311 locate information in a telephone directory.	The student should be able to locate information using the residence section, the business section and the yellow pages section.	locating	A. Given a list of professionals, have the students use the three sections to locate information regarding each person. For example, the student could look up a doctor's business and residence phone numbers, etc.		
		locating	B. Give students a list of subjects, and have them use the yellow pages to locate specific businesses, etc.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423A1 To understand use of the library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42312 locate information in newspapers and magazines.	The student should be able to locate information by using the table of contents. Identifying the different sections is also an aid in locating information. Newspapers and magazines are excellent sources of current information on various topics.	comprehending, locating	A. Have each student select an interesting article from a current newspaper and read it to find answers to specific questions. For example: "About whom or what is the story written? Where did the events covered occur? Describe the impression the article made on you."		
		locating, creating	B. Make task cards, such as "Find a cartoon and write a new caption for it." Have the students choose a magazine and complete the task card.		
42314 Identify and use the parts of a book.	The parts of a book which are important to its proper use are the glossary, the index, the table of contents, chapter headings, and the appendix. The glossary is usually located near the end of the book and provides help with the meanings and pronunciations of words that might not be familiar. The index will also be found near the end of the book and shows the pages on which particular topics will be found in the book. The table of contents lists the chapter headings and subheadings. The appendix is a section containing supplementary information.	comparing, contrasting	A. Have the students compare and contrast the various parts of their language arts textbook with those in their basal text for science or social studies.		
		locating	B. Give students written exercises which require them to use the various parts of a book.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 423B1 To use study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42322 scan a page to locate specific information.	Scanning is glancing from point to point in search of a particular item.	listening, locating locating	A. During a directed reading lesson, read a phrase or sentence. Have the students scan the page to find that sentence. Have the students move their eyes down the page while pulling a ruler down one line at a time. B. During guided silent reading, have the students scan the page to see what happened in a specific sentence. For example, "Look down the page quickly. Find the third sentence. Read to see where the children are going."		
42324 skim a selection.	The students should be able to explain the difference between skimming and scanning. Skimming is glancing through a selection for the chief ideas or the plot.	comprehending comprehending	A. Introduce a story by having students skim over a selection to determine the subject. B. Have students skim a newspaper article to determine the subject of that article.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 424A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
42401 read books for practice and pleasure.	Students need a wide variety of reading materials from which to choose and a comfortable, quiet place to read. Materials should cover a wide range of interests and ability levels and may range from comic books to encyclopedias. The most important thing to remember is that children learn to read well by reading. Students should be encouraged to use every available moment for reading and/or listening to literature.		A. Create a unique reading center. Schedule recreational reading for students as often as possible. Give special "passes" to the center as reinforcers for behavior or work. B. Have each student keep a list of books, articles, etc., read during each week. Give reinforcers for productive use of the reading center. C. Solicit parent involvement and encourage reading at home. D. Have each student make a "Personal Reading Preference Chart" to be displayed in the center. The chart should contain the student's name, a list of the student's favorite topics, and space for several stars or stickers. When a student reads a story, article, etc., relating to a topic of interest, the student should refer the story to another student sharing that interest. Each time a student reads something which was referred by someone else, the student making the referral should receive a sticker or star. The student who reads the material referred should also receive a sticker or star.		

READING -- GRADE 4

GOAL: 42000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 424A2 To understand basic literary forms

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 42402 interpret figurative language, idioms and exaggeration.	An idiom is a group of words whose meaning cannot be derived from the definitions of the individual words, for example "That cracked me up." The meaning of the phrase "cracked me up" (made me laugh) is obvious only to those people who are familiar with the phrase.	defining, associating, recalling	A. Give students several examples of idioms. Have students explain the literal meanings of the words in the idioms. Then have them explain the connotations of the idioms.		
	Exaggeration is the "stretching of the truth" to make it more exciting or interesting or to emphasize a point, for example "The cake was as big as a house." and "It will take me a week to finish my math assignment."	associating, discussing comprehending, associating, writing, composing comprehending, discussing, analyzing	B. Give students examples of idioms used in stories. Discuss the purpose of the use of idioms. C. Give students paragraphs which contain idioms. Have them rewrite the paragraphs substituting the literal meanings for the idioms, such as "She was up in arms about the matter," would change to "She was upset about the matter." D. Give students examples of exaggeration. Have them discuss the point the author is making in each, such as "Everyone else is going to the party," might mean "Someone whose opinion I value thinks I should go."		

READING - GRADE 4

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY	INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I: COMPREHENSION		TEST III: COMPREHENSION	
42106	B A C A C B A C B A	42123	B C B B B B
42110	A B B A B C A A C B	42127	C A C B C A B B
42111	B A B C B A A C B A	42140	B C A C B C B
42115	3 6 1 2 7 4 8 5		
TEST II: COMPREHENSION		TEST IV: COMPREHENSION	
42116	B C A C C A A A A B	42130	A A B B C B A C C B
42118	C B A B	42135	B B C C A C
42119	B C A C	42143	C A B C B A A

READING - GRADE 4

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY	INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST V: WORD IDENTIFICATION			
42202	B A B B C C B C B A		
42203	C A B C B A C B B A		
42204	C B A A B B C B A A		
42208	B A B A C B A C B B		
TEST VI: WORD IDENTIFICATION			
42210	A C C B A C B B A C		
42211	B D A C B B C A B A		
42212	A C B A B C C B		
42213	C B A C A B A B C A		
42214	B A A A B A A A A A		
TEST VII: LITERATURE			
42402	B C A C A C B B B A		

Fourth Grade Vocabulary

America	Zack's	author	birds	can
American	a	author's	bit	can't
Bill's	about	autopilot	blew	cannot
Billy	accept	autopilots	blue	car
Bob	actually	away	board	care
Bob's	advanced	babies	bomb	carefree
Dallas	advisors	babies'	bond	careful
Danny	affect	baby's	bone	carried
Dr.	afraid	back	book	carry
England	after	bad	book's	cat
George	afternoon	badly	books	cats
Holmes	again	bags	books'	caught
Japan	against	ball	bookshelf	cellar
Joan	ago	balls	born	cereal
John	ahead	band	boss	chair
Johnson	air	barefoot	bought	champions
Kansas	airplanes	barely	bow	changed
Kermit	alike	barn	bowed	changes
Lisa	alive	baseball	bowl	chapters
Margie	all	basketball	boy	chargers
Margie's	allowed	batter	branches	check
Memphis	almost	battered	brave	chicken
Michael	alone	battle	braver	child
Miss	alphabet	be	breakfast	children
Mr.	also	beautiful	bright	chores
Mrs.	although	became	brighter	cities
Nashville	always	because	brother's	city
Neal	an	becoming	brothers	civil
Pete	and	beef	brothers'	class
Reggie	anger	been	brown	cleaned
Richard	angry	before	buffalo	clear
Ron	animals	began	buffalo's	clearing
Rose	another	begin	bug	clearly
Royals	antenna	beginning	build	climate
Saturday	any	begun	buildings	clods
Sherlock	anyone	behind	built	closer
Spanish	anything	being	bullets	closest
States	appears	believe	burning	closing
Steve	are	bell	bushes	cloth
Steve's	area	belong	businesses	clots
TV	aren't	belonging	but	clouds
United	armies	below	buy	club
Valerie	around	best	cabin	coal
Washington	arrest	better	call	cold
Wilder	as	between	called	color
Wilson	ask	big	calling	colors
Zack	asked	bigger	calls	comfort
	at	bike	came	coming
	attack	bind		common

compared
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detective
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difficult
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dinner
dinosaurs
dirt
discouraged
disease
distance
divide
dizzy
doctors
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dragging
dragon
dreaming
dressmaker
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dwarf
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early
earth
earthquake
easier
easy
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eats
edge
editorial
eggs
eight
either
elephant
encyclopedia
end
ends
enemy
engines
enjoy
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entertain
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factories
factory
facts
factual
fall
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famous

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